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ABSTRACT

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English-language education and use in Belgium, Poland, Afghanistan, Hungary, Singapore, Venezuela, and Francophone Africa. (VM)

Number 6 May, 1972

ENGLISH AROUND THE WORLD

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BELGIAN KALEIDOSCOPE– AND WHAT ABOUT ENGLISH?

by W. KEITH PATTISON
(see end of article for data on Mr. Pattison)

Linguistically, Belgium is two nations divided by a line which runs roughly from Boulogne on the English Channel to Maastricht in the East. To the South of this linguistic frontier are the French-speaking Walloons, and to the North the Flemings who speak either Dutch or Flemish, a dialect of Dutch. They are descendants of the Salian Franks, who in the fifth century settled in the territory vacated by the Roman Legions as they withdrew to defend Rome against attacks from the Goths. Within the Flemish zone lies the capital city of Brussels, a supposedly bilingual enclave, some of whose inhabitants speak neither language well, conversing in colloquial "Bruxellois" or "Bargoens." One should not forget the one percent of German speaking Belgians, who live in the annexed areas of Eupen and Malmédy.

Tension between the relatively declining Walloons, who have seen their privileged linguistic position steadily eroded by the more numerous and dominant Flemings, is ever present. It is perhaps not surprising that Belgium's only Nobel prize for Literature was won by a Fleming, Maeterlinck, who had the good fortune to write in French. The balance between the language groups is contrived so that the sensitivities of neither may be hurt. It might be supposed at first glance that English might offer a solution to the Belgian language dilemma, but although English occupies an important place, "there is no sign at all of English becoming a generally accepted 'lingua franca' in Belgium" (Kenneth Whitty, Assistant Representative, British Council, Brussels). In support of this viewpoint one might quote a Flemish deputy in a parliamentary debate on the cultural budget in February, 1971, who said "Flemings do not reject the French language. We know that English is the world language par excellence, but in spite of the past, and despite considerations of utility, Flemings wish to know French."

In the linguistic feud between the two major lan-

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BEHIND THE CURTAIN– ENGLISH IN POLAND

by BARBARA Z. KIELAR
(For a note on Dr. Kielar, see conclusion of this article.)

Some of the most dramatic changes in Polish education since the Middle Ages have been in foreign-language teaching. Latin prevailed as the language of the court and science till the 17th century. By then French had gained popularity as an international language, France being the center of culture and political power in Europe at that time.

The English language was first introduced at several schools in the eastern part of Poland in the 18th century and the first English handbook was published in Warsaw in 1780 by Antonowicz, whose idea was to teach Poles the language in which Bacon and Newton had written their works.

In three partitions (1772, 1793, 1795) Poland was apportioned among Prussia, Austria, and Russia, and German and Russian respectively became "State" languages used by the administration and taught at schools. Due to strong national feelings and cultural traditions, Poland could in World War I emerge as an independent state. French and German—and later English—were second languages taught at schools in the inter-war period. English departments were established at four universities.

After the Second World War, with new political affiliations and economic conditions, Russian was given a paramount position as a second language. It is today a required foreign language in the whole educational system.

The national language being a purely local language, world languages have to be learnt in Poland in view of ever-increasing economic, political and cultural exchanges. Instruction in various groups of languages: Slavonic, Romance, Germanic, Oriental, is available at the university level. At present English enjoys priority among non-Slavonic languages learnt in this country. It would be impossible to give the exact numbers of people involved in the English teaching and learning process. In this report we shall

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ENGLISH IN POLAND *(from page 1)*

deal only with the major channels in this intricate system.

The whole school hierarchy is directed and controlled by the Ministry of Education and Higher Schools, which prescribes uniform standards and curricula.

In most elementary eight-grade schools, a child can elect a second foreign language when he reaches the sixth grade. The number of hours of English is increased from two to three hours a week in the primary school to three to four hours a week at the secondary school level. Structure is considered of primary importance, and the pupil must be able to use automatically the peculiar sets of signals employed by English-speaking people for showing relationships between words and sentences without stopping to think. His vocabulary is increased by methodically working through vocabulary exercises in slot-filling, finding synonyms and antonyms, substituting words for phrases, etc. Writing in English is taught by steps including recognition, manipulation, controlled production, and—to a very limited extent—free production.

Second and third language instruction is accepted as essential for every student. Every university department in Poland requires continuous study of two foreign languages: Russian and either English, German or French. Language classes take from 60 to 240 hours in two, four or more semesters. The point is to teach the student to be able effectively to cover the literature of his field. Language laboratory facilities are more and more commonly available. Educational films are considered particularly useful as they combine seeing and hearing, which leads to comprehension and learning effortlessly.

Let us mention the centers which play a key role in disseminating information on modern methods of English teaching, following both world and local trends. These are the English Departments at the universities in Warsaw, Kraków, Poznan, Lódz, Wroclaw, and Lubin, with a total number of 882 students and 78 graduates in the academic year 1968/69, and the Higher School of Modern Languages in Warsaw University with 233 students and 31 graduates with English as a second language, and French, Spanish, German or Russian as a third language. These academic centers prepare future teachers of English, translators and interpreters. The M.A. degree is awarded on the completion of a course extending over five years, depending on satisfactory examination results and the acceptance of a Master's thesis. Further research is required for the Doctor's degree.

It is worth noting that, in 1972, an institute of applied linguistics will be opened at Warsaw University. It will do research into the theory and practice of language teaching at various levels. It is planned to apply cybernetics to language teaching, to investigate how to get optimum results with automatic teaching devices, as well as to design and test new equipment. The Institute will offer short courses in applied linguistics and methodology for teachers of foreign languages and train interpreters at post-graduate courses. The Institute will make error analysis to reveal the first language interference. It will conduct contrastive studies in co-operation with Poznan University, a highly dynamic academic center, which has been engaged in a large scale project of Polish-English study (a Ford Foundation grant).

At this point a tribute of praise should be paid the Cultural Section of the American Embassy and the British Council. They provide books, teaching aids (such as films and tapes), lending library, and in co-operation with the Polish Ministry of Education and Higher Schools, grant scholarships and fellowships for research work at American and English universities. Such direct contacts are fully appreciated by Polish scholars.

The 1971 Statistical Yearbook cites 1573 English language courses with over 30,000 students. The number of persons taking private tuition remains unknown. It would be impossible to specify the number of people who watch "The Scientist Speaks" on TV, or those who listen regularly to the English lessons on Radio Warsaw. How many students learn English from the recorded "Intensive Course in English" or "Say it with us"? How many people enjoy "English 900" or "English 901"? Nobody could give exact numbers, or measure the enthusiasm with which English is being learnt in Poland.

Dr. Kielar (with both Ph.D. and LLB degrees) is a lecturer in English at the Higher School of Modern Languages, Warsaw University. Since 1969 she has been working as part of a team preparing a Polish-English dictionary of legal terms (to be followed by an English-Polish part). This project is sponsored by the Polish Academy of Sciences. Dr. Kielar has visited the United States twice: first, as a participant in the International Visitor Program for six weeks in 1966, secondly as a Fullbright Fellow for 11 months in 1970-71.

ENGLISH IN AFGHANISTAN

We have the following information from Kabul.

English is compulsory for all Afghan students between grades seven and twelve in the public school system. No other foreign languages are offered by the Ministry of Education, except that two lycées (Nejat and Esteklal) are operated by the Germans and French, respectively, and most instruction in these two schools is in the language of the sponsoring nation. Out of some 900 teachers of English at one time active in the country, only 80 or so have had English as their mother tongue – Peace Corps Volunteers all.

At one time, Habibia High School taught most of its subjects in English; many present-day government leaders are former graduates of that school. However, for the past 15 years or so, English has been "demoted" to the status of one subject among all the rest. At the university level, the Faculties of Engineering and Agriculture conduct all (or almost all) classes in English, and the Faculty of Education has a competent English Teacher Training Section which

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AN AMERICAN CONTRIBUTION TO ENGLISH IN HUNGARY

In its first issue (November 1969) *EAW* carried an article entitled "English in Hungary, Yesterday and Today."

Attention was called in that article to the founding after World War I of an English department in the University of Debrecen, which now bears the name of Kossuth Lajos University, and it was further remarked that Debrecen, with a population of approximately 100,000, is the chief city of Eastern Hungary and has traditionally been regarded as the cultural center of Hungarian Protestantism.

Recently the English department at Debrecen was the recipient of two shipments of English books, valued at over $1,000, from the American Hungarian Studies Foundation. This Foundation, with headquarters in New Brunswick, New Jersey, and headed by Professor August J. Molnar, supports in America research in Hungarian studies, and provides scholarships, fellowships, and educational grants to universities. But it is with the other side of the coin—the efforts of the Foundation to increase the knowledge of the English language in Hungary—that we are presently concerned.

A recent shipment of 140 books about American literature to Hungary included quantities of five, ten and fifteen copies of the same titles. Thus, Debrecen University students will have greater access to the same titles. Previously, overnight reading assignments were difficult, because 15 to 20 students had only one or two copies of the assigned book in the university library.

A few of the titles sent by the American Hungarian Studies Foundation to the University of Debrecen were: *Dictionary of American History;* Twentieth Century Views Series: *Mark Twain, Walt Whitman, Sinclair Lewis, Henry D. Thoreau;* John Steinbeck, *America and Americans;* Tocqueville, *Democracy in America;* University of Minnesota Pamphlets: *Tennessee Williams, James Fenimore Cooper, J. D. Salinger, Thomas Wolfe* and *Benjamin Franklin.*

It might be noted that during the current academic year, 159 students are enrolled in the English department of the University of Debrecen.

Chaired by Anna Katona, the department's faculty consists of seven members. Each teaching member of the department has made extensive visits to either or both England and the United States of America.

Prior to his recent retirement, Dr. László Országh headed the university program in English.

All 159 departmental students majoring in English select a second major from among the following subjects: Russian, the most frequent choice; Hungarian; history; pedagogy; French and German. Upon completing the five year university course, students receive a teacher's diploma. In the last few years an increasing number of graduates are entering non-teaching positions.

The English department at Debrecen offers language classes, as well as courses in linguistics, in American and English literature and in American civilization. More recently, special courses in English literature and American studies have been offered for superior students.

Most of the research by students preparing dissertations and by the faculty centers upon Anglo-Hungarian cultural relations. Other areas of research include 18th, 19th and 20th century literature as well as modern linguistics.

Hungarian Studies in English, the only publication in Hungary dedicated entirely to the fields of English and American studies, is published by the Debrecen English department.

PROGRESS REPORT FROM SINGAPORE

In the May 1970 issue of *EAW* notice was drawn to an ambitious project centered in Singapore, known as the "SEAMEO Regional English Language Centre." The initials stand for Southeast Asia Ministers of Education Organization. At the time of writing the participant countries were seven: Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. In January 1971 the group was expanded by the inclusion of the Khmer Republic (formerly Cambodia), bringing the total to eight. The objective is to improve the standards of teaching English as a second or foreign language in the nations concerned.

Beginning in 1972, RELC (as the Regional English Language Centre is known) will conduct a number of training courses annually. These include a four-month intensive course (two a year) leading to the award of a Certificate in the Teaching of English as a Second or Foreign Language, a one-year course leading to the award of Diploma in the same field, and a three-month Specialized Advanced Course, in which case the award will be the granting of a Specialized Advanced Certificate in the Teaching of English as a Second or Foreign Language. The aim of this latter three-month course is "to enable higher management level personnel, both professional and administrative, concerned with policies and development in the area of English language teaching, to study in depth one particular topic of special interest to member countries."

Among the functions of the Centre are the conducting and promotion of research in the English teaching field, and the provision of professional and administrative support to research scholars from both within and without the region.

In April 1972 the Centre is moving to its new 16-story building in Orange Grove Road in Singapore (which was designed and erected specifically for the purpose) and from the fifth to the eleventh of July 1972 it will be conducting an International Seminar on Instructional Materials for English Language Teaching. Participants will be welcome to the seminar at their own expense.

BELGIAN KALEIDOSCOPE *(from page 1)*

guages however, English does occupy an advantageously neutral position. The lack of resistance to the use of English, and the widespread knowledge of the language, especially by the Flemish and younger sections of the population, is capitalized upon by business. Advertising may appear in English to cut dual language costs. "Guiness is good for you" appeals to Walloon and Fleming equally. Similarly, many industries conduct business amongst Belgian employees in English not only because they may be dealing with techniques, terminology, or products more easily handled in English, but also in order to avoid linguistic squabbles. There appears to be little concern on the part of the Walloons with French linguistic purity and words such as "le living," "le flat," and even "le home," seem to have penetrated into Belgian French although they would be unacceptable in Paris. The process is even more noticeable in Flanders. English fishing influence has, for example, introduced words into Ostend Flemish such as "bottle" for "fles," and "booster" for "koffie en cognac."

At the cinema one may expect to see English and American films in their original languages. However, while the Flemish TV station retains English programs with subtitles, the French channel has dubbed versions. There are two English-speaking radio programs available throughout the day: the American Forces Network which exists mainly for S.H.A.P.E. and the "easy listening" Light Programme of B.B.C. Radio Two. In contrast, France offers a variety of radio programs and two TV channels, likewise the Dutch.

According to a recent survey, the English-speaking community in Belgium numbers 34,000 including 19,000 who live in Brussels, and a further 5,000 people who are associated with N.A.T.O. and S.H.A.P.E. The cultural activities of this sizeable group bring many Belgians into contact with the English language. The frequent amateur productions of the English Comedy Club and the American Theatre Company play to full houses at central theaters in Brussels, drawing in many Belgians. The English weeklies, *The Brussels Times* and *The Bulletin* are widely read outside the English-speaking community. The United States Information Service has recently expanded its library facilities, while the British Council provides a library and is presently active in bringing together teachers of English in secondary schools.

The vast majority of secondary schools teach English as the first foreign language. German has diminished in importance since 1945. In some areas, especially in Wallonia, English is even chosen in preference to the second national language. University courses are sometimes offered in English rather than in one or the other of the disputed languages. At Louvain University Flemish courses in Chemistry, Medicine and Theology are offered in English. Overall, Flemings seem to have more intrinsic linguistic ability. For example, in organizations such as the Belgo-Luxembourg American Studies Association, which uses English as a medium, there is a tendency for Walloons to take less interest than the Flemings.

The entrance of Britain into the Common Market has given a further stimulus to the learning of English, as Belgian business looks for expansion into the British market. The adult language schools are extremely full. It remains to be seen whether English will be simply a third "working language" alongside French and German, or whether it will make inroads into the French conception which holds that a continental language must be the basis for a true cultural identity of the new European bloc.

W. Keith Pattison (M. A. Oxon) has taught English at the secondary-school level in Nigeria, and to adults in Sweden and Belgium. He is presently Dean of Students in the Senior High division of the International School of Brussels, which offers an American-type curriculum to the English-speaking community in Belgium

THE LANGUAGES OF BELGIUM

ENGLISH AT VENEZUELAN UNIVERSITIES

The reader may be interested to know that during the past two years two American women have assumed an active part, on the university level, in the teaching of English in our neighboring Republic, Venezuela.

In January of 1970 the Simón Bolívar University opened just outside the town of Baruta, State of Miranada, about 10 miles from Caracas, the Venezuelan capital. The English Department here is under the direction of Mrs. Sheila Subillán de Renya, an American, married and resident in Venezuela for about 15 years.

The Metropolitan University, located near the center of Caracas, is a private university which commenced operations in November 1970. The Director of the English Department here is Mrs. Dianna Dager, also an American, who has been married and

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AFGHANISTAN *(from page 2)*

graduates around 60 teachers per year. In the technical-vocational area, one school, the Afghan Institute of Technology, attempts to conduct many of its courses in English. Its graduates, incidentally, stand a better-than-average chance of gaining admission to the Faculty of Engineering.

Kabul has a single English-language daily, *The Kabul Times*, with a circulation of about 3,000 (mostly to foreigners). Other than that, no newspapers print now in English.

Occasionally, an English-language film is shown at a local cinema, but attendance is limited to foreigners resident in Kabul. Radio Afghanistan, the official government radio, broadcasts news one-half hour nightly (from 10 to 10:30 p.m.) in English. Most international conferences held in Kabul are conducted in English, French, and Arabic.

The majority of Afghan students in a position to pursue their studies abroad (privately financed) go to the United States, Great Britain, or Germany. Those sponsored by the Government go to the U.S., the Soviet Union, Germany and France.

The Peace Corps, USAID, USIS, and the British Council operate or have operated English language programs. The Peace Corps has at one time had approximately 80 teachers in the country, reaching in excess of 10,000 students at the secondary level. USAID finances an intensive English language training program for prospective participants in statewide academic programs. Enrollment averages about 40 at any given time. The course is conducted by USIS. USIS offers instruction to private Afghan citizens able to pay the tuition (about $2.60 per 30-hour term). At present, more than 400 students are enrolled in this program. The British Council offers the standard course leading to the Lower and Upper Cambridge Certificates.

During the two years our informant has been in Afghanistan he has seen a significant increase in interest on the part of Afghans of all levels to learn English. English has been officially identified as the first foreign language and the reality of international intercourse demands that anyone travelling abroad for any purpose know a major world language. English seems to be the choice of the majority. Even in dealings within the country it is not uncommon to overhear persons of various nationalities conversing amongst themselves and with Afghans in English.

Although incentives to learn English exist, an extremely cluttered curriculum in the public schools and a woeful lack of trained teachers makes it difficult to expand English teaching of the quality that would bring a fair return for the money and time invested. Also, curricular materials are somewhat outdated and incomplete (these materials, *Afghans Learn English*, were developed by Teachers College of Columbia University between 1956 and 1959 under contract to USAID).

In addition to the above, there has been a proliferation of private English language schools in the past two years.

GUEST EDITORIAL FROM AUSTRALIA

We reprint the following from a recent issue of "English-Speaking Union News" from Queensland, Australia since its statement of the aims and objectives of the E-SU closely parallels the beliefs of the editors of EAW. The statement follows:

The English-Speaking Union is an *international* organization; people from any part of the world may join, and it is the only international organization which identifies itself with the use of the English language, not for linguistic purposes, but for what it conveys between peoples. Implicit in this emphasis is the assumption that those who share the language share the values associated with the historical and institutional growth of the English-Speaking peoples, and it is this that distinguishes us from countless other organizations which also have useful public, cultural, and educational purposes. Consequently, our programmes must be keyed to the following:–

a) Increasing and expanding the use of the English language at home and abroad.

b) Expanding and intensifying cultural contacts between peoples who speak English, whether as a first or second language.

c) Stimulating greater public concern with the nature of the English-Speaking world, which must be defined as being larger than the Commonwealth *cum* the U.S.A., and which is continually changing.

VENEZUELAN UNIVERSITIES *(from page 4)*

resident in Venezuela for several years.

Several other Venezuelan universities should be mentioned in connection with English teaching. Thus for example the Central University of Venezuela offers both English language and English literature classes in its Faculty of Education. The Medical Faculty at Central has a special course in Medical English, and the examinations taken by the students are entirely in English. The Catholic University Andrés Bello has a complete program of English language instruction, as does the Pedagogical Institute of Caracas, which provides most of the English teachers in the secondary schools of the capital, and which also offers night classes for adults who want to qualify as English teachers.

The University of Carabobo at Valencia, which boasts a language laboratory, has basic and advanced courses in English. Since Valencia has a large American business community, there is considerable demand for English language instruction. The University of the Andes at Mérida has an ambitious program of linguistics and English language training under the direction of an American professor who is assisted by several American-trained professors. English is the largest of the foreign language enrollments.

The University of the East (Universidad de Oriente) has five nuclei in the eastern section of

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MORE FROM FRANCOPHONE AFRICA

The last issue of *EAW* (No. 5, November 1971) carried an article entitled "English in Francophone Africa." Two general conclusions were reached, first that "The French, who contribute substantially to the budgets of their former Africa colonies, hold a firm rein on the educational system," and secondly that "there *has* been a great deal of interest shown in English by the political and social élite of French-speaking Africa in the last several decades and – were it not for the firm educational control exercised from Paris (and, to a lesser extent, Brussels) it is probable that the English language would have made as marked an advance as it has in various other areas of the world in the same era."

After these generalizations we proceeded to a more detailed description of the situation in the following countries: a) Dahomey; b) Chad; c) Central African Republic; d) Niger; e) Senegal; f) Upper Volta.

Further information is now in our hands. This follows:

g) The Malagasy Republic. This country occupies the island of Madagascar and minor adjacent islands in the Indian Ocean. This from Tananarive:

"English in Madagascar runs a poor third, behind Malagasy, the native language, and French, the educational language. The Malagasy speak their own language among themselves, and usually do not even learn French until they begin school, where it is the medium of instruction. English therefore is a third language, taught as a compulsory subject in the secondary schools beginning at the level of the sixième (about our 7th grade). Only about 5 percent of the English teachers are native English speakers, primarily Canadians.

"However, English is at the same time tremendously popular. Even before the language was made compulsory in the schools, the majority of students chose it as their first foreign language. Classes at the Cultural Center are always swamped with applicants –from janitors and taxi drivers to government officials–despite a fairly high price tag. The new British Language Institute, recently opened in cooperation with the Malagasy government, is having the same experience. English has become especially attractive in view of employment opportunities with the NASA satellite tracking station, the new Madagascar Hilton Hotel, and the increased tourism the Hilton is expected to encourage.

"There are no newspapers printed wholely or in part in English in Madagascar. There are two schools which use English as a medium of instruction: the American School of Tananarive, attended almost exclusively by the children of Americans resident in Tananarive, with no Malagasy students, and the Lutheran School of Fort-Dauphin, attended almost exclusively by the children of Lutheran missionaries. Occasionally a Malagasy student attends one or two months of classes at the Fort-Dauphin school.

"Students who study abroad do so almost without exception in France. This is partly because of the lack of scholarships to other countries and partly because other diplomas, especially American ones, have no value here. The American Field Service sends three to five Malagasy students to the U.S. for a year's study every year.

"With the exception of movies owned by the American Cultural Center and the British Embassy, all films distributed in Madagascar are in French. The same is true of radio and television (entirely French and Malagasy), with the exception of radio and TV English lessons distributed by both the U.S. Information Service and the British Embassy.

"International conferences, rare in Madagascar, are held in French, with little or no provision for translation into English.

"The Americans and the British are both active in English teaching, as mentioned before. At USIS classes are held four times a week, with each student having one hour of class time and 30 minutes of language laboratory work per day. During the summer vacation months a highly successful Summer Lycée is conducted which attracts approximately 125 Malagasy secondary students for intensive English courses three mornings a week, and 12 to 15 other courses conducted in English, such as journalism, art, cooking, history, literature, etc. USIS uses local Americans as teachers. They are rarely trained in teaching. USIS also provides books and other materials to English classes throughout the country. The British Centre is just beginning its activities, and plans to work primarily with secondary school teachers of English and with government officials. Classes will meet two to three times a week. Teachers will be two trained British teachers with two Malagasy teachers.

"English, incidentally, antedates French on this Island. The first missionaries to arrive (in 1820) were Welsh, and they brought English in their baggage.

"The trend in Madagascar seems to be that English is becoming ever more popular, especially in view of new relations with the east and southern African countries and new investment by American businesses. But there is the very real question of whether such popularity is justified, at least for Malagasy outside Tananarive. Since only a small minority of Malagasy speak correct French at present, it is doubtful that learning English is a priority item for the majority of people in this country. It will probably continue to be popular, however, and may become more useful to the average educated Malagasy in the future as Madagascar widens its contacts outside the French-dominated parts of the world."

h) Mali. Although French is the official language, an extensive English teaching program exists in Mali, and officials of the Ministry of Education appear very interested in improving and expanding the present program. English instruction begins in the last three years (7th, 8th and 9th grades) of the Malian "école fondamentale," which is the equivalent of 7th, 8th and 9th grades of junior high school in the American education system. English is compulsory and is taught five hours a week.

"In the Malian lycée, which consists of three years of studies and is the equivalent of the American senior high school, English is also a compulsory subject. Students majoring in humanities receive four hours of English instruction a week during their first year and three hours a week during the second and third years. Science students receive three hours a week the first year and two hours the following two years.

"At the 'Ecole Normale Secondaire,' the teachers' training college, which is the main source of Mali's elementary and junior high school teachers, students preparing to be English teachers receive 12 hours of English a week, while students in all other fields receive two hours. At the 'Ecole Normale Supérieure,' which trains teachers for the Malian lycées, students majoring in English receive 17 hours of English a week, while those in other disciplines receive two hours a week. English majors also study English literature from Beowulf to James Joyce, and American literature from colonial times to John Steinbeck.

"There are approximately 170 English teachers in the 'école fondamentale' school system of whom the vast majority are Malian. Forty to fifty of these teachers have had at least ten years of formal education and in addition have received specialized training in English before becoming English teachers. An additional 70 to 80 teachers are 'lycée' graduates and were sent to the United States or England for further training. The remaining teachers graduated in English from the 'Ecole Normale Secondaire' in Bamako.

'In the 'lycée' school system there are approximately 40 English teachers. Approximately half are Malians, while a few are Canadian and the rest are French. All the Malian teachers have either completed their studies abroad or graduated from the 'Ecole Normale Supérieure' in Bamako.

"The English teaching program in Mali benefited for several years from the presence of a team of English language and audio-visual specialists sent to Mali by the United States Agency for International Development (USAID). The program, which was implemented under a contract with Southern Illinois University, was terminated in 1969. As a part of the program, more than 70 Malians were sent to the United States for language training, and English language teaching material was produced for use in Malian schools. In addition to this assistance, the United States Information Agency has also provided one English teacher for the Malian school system during the past three years.

"There are, however, no schools in Mali where the language of instruction is English. French is the sole language of instruction, except for a few schools where both French and Arabic are used. All local newspapers and publications are also printed in French, and all films shown in Malian theaters, including those produced in the United States, are shown with a French sound track.

"The governments of France and the Soviet Union both offer extensive scholarship programs for Malian students at the university level. In past years large numbers of Malians have also studied at the University of Dakar, Senegal, and the University of Abidjan, Ivory Coast. Few Malians, except for the USAID-sponsored English teachers, have had the opportunities to study in the United States, and at the present time scholarships for study at American Universities are extremely limited."

i) Guinea. From Conakry we are informed that English is taught in secondary schools at the tenth degree level for students whose age is approximately 17. It is compulsory, and recently the number of hours per week was raised from two to three. There are two teachers of English who are native speakers of the language; all others (about half a dozen) have acquired it.

"Linguistically the real stress is placed upon acquisition of one or more national languages (e.g. Sousou, Malinké, Fula).

"Students who go abroad to complete their studies go the the following countries, in order of frequency: the U.S.S.R., East Germany, Czechoslovakia, Yugoslavia, Italy, Belgium, Switzerland, the United States of America (a very limited number in the last-named).

"It is rather difficult to say what role English teaching will play in the overall educational program of Guinea. Currently, in the plan of the Revolution, stress is placed upon political ideology. The future of English and English teaching will necessarily be determined by the leaders' opinions of what English can contribute to attainment of the country's ideological objectives.

"The one newspaper, Horoya, official organ of the National Political Party, is published in French. Periodically, a speech by the President, which is thought to have some significance for neighboring English-speaking countries, is translated and published in English."

VENEZUELAN UNIVERSITIES *(from page 5)*

Venezuela, of which the principal one is in Cumaná. There is provision for English instruction in all of the various branches. The one located at Nueva Esparta on Margarita Island has a full-time professor although the total enrollment is probably less than 125 students. As the island is being developed as a tourist attraction there is an ever-increasing demand for English.

This might, in fact, be said for the country as a whole.

A limited number of copies, issues 1 through 5, are available on request for readers who would like to complete their file of English Around the World.

LETTERS TO THE EDITOR

To the Editor:

May I take issue with the Viscountess Eccles' letter in issue number 5 of *English Around The World* in which she pleads against the indianization of English in India? I agree with her motives, but a much larger issue is involved. India desperately needs a common language and it must of necessity be English. It is the only politically neutral language of the more than a thousand now spoken there, but it has the enormous disadvantage of being a "foreign" language. The only hope I see for the situation lies in the increasing recognition of what the Indian linguists are now calling "India English," which is somewhat modified from British English, and in ways that suit the Indians very well indeed. These modifications do not present anything like the communication problems engendered when an Urdu speaker, for example, must converse with a speaker of Kanarese, which isn't even in the same language family. If the idea of "Indian English" can be encouraged, along with the modifications, perhaps the day will come when the totally impractical effort to make Hindi the national language will give way to acceptance of India's very own form of English.

Francis A. Cartier
Pacific Grove, California

To the Editor:

For the first time today I saw a copy of your bulletin *English Around The World* (Nov. 1971, No. 5). It is an excellent publication which should serve to stimulate students of English in other countries. Please tell me how I may subscribe.

Barbara Casteel
Nashville, Tennessee

We make no charge for our newsletter (which we like to consider, in a very modest way, a public service) and we are glad to place on our mailing list anyone who is genuinely interested in our subject matter. We do not confine this to members of the English-Speaking Union, although we are always gratified when readers are tempted to learn more about the E-SU and perhaps even to seek membership.

To the Editor:

I want to express my deep appreciation to you for having sent me a copy of *English Around The World*. As a professional in the field of ESL, EFL, and ESD I found the publication both informative and timely. I am enclosing a copy of the NYSTESOL stationery. You may want to contact other members through your mailing.

Frank A. Friuli
Board of Education,
New York City

What a parade of initials! ESL stands for "English as a Second Language," EFL for "English as a Foreign Language," ESD for "English as a Second Dialect" and NYSTESOL for "New York State Teachers of English to Speakers of Other Languages," of which Mr. Friuli is Treasurer.

To the Editor:

Professor Kachru, in his article "English in India—A Pan-Indian and International Link" in issue no. 4 of your newsletter, has brought out in detail a number of points on the English language in India. **** Indo-Anglian literature is the result of creative writing by Indians. The pronunciation and accentuation of the language in different States of India are as different as we find them in different English-speaking countries, such as America and Australia.

**** India was made known to the world in its true perspectives only through the English language, and the impact of English thought has produced very beautiful poetry in India. **** Teaching of the English language for the poor and illiterate and also for the Indian villagers is very important. The Kerala, Orissa, and Andhra Branches of the English-Speaking Union of the Commonwealth are working toward this purpose. Being the founder of these branches, I have chalked out a detailed plan for the teaching of the English language and the propagation and popularization of it in India through various means. I appeal to all other branches in India and abroad to cooperate with us in our projects.

N. Sreedharen Nair
Bihar, India

To the Editor:

The use of English as the generally accepted means of communication in international air transport was forcibly brought home to me a few years ago on the occasion of a flight from France to Spain.

A beautiful sunny day provided a lovely flight along the Bay of Biscay and what we presumed would be a routine landing at Bilbao. On approaching the airport our pilot, a Frenchman, speaking only his native tongue, called the tower with our identification and requested landing clearance. A complete lack of any response from the ground sent us circling around the airport while our pilot made repeated further efforts to make contact. Finally with visions of seemingly endless circles around the field or even an eventual return to Hendaye, my traveling companion requested permission from our pilot to take a turn on the radio. In crisp English, with a distinctly American flavor, and a most annoyed tone of voice, he sent our call letters over the air, along with some distinctly unflattering remarks about tower personnel generally. Recognition from the ground was almost instantaneous, along with runway identification, and immediate landing clearance.

Upon taxiing to our assigned position, we were met by an apologetic airport official, as well as customs agents. After the briefest formalities, we found ourselves in a taxi and speeding to our final destination.

This little incident would certainly seem to stress the importance of conforming to the rules, and those rules most definitely call for speaking to the tower in English, no matter where you are.

Peter von Wiesenthal
New York